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ABSTRACT

Curriculum materials from 17 states are arranged in three sections in this annotated bibliography: general speech communication, mass communication, and drama/theater. These sections list a total of 53 resource bibliographies, handbooks, curriculum guides, materials listing educational objectives and activities, course outlines, and resource books that can be used by teachers at all educational levels. The entries provide information about the author, title, publication date, sponsoring agency or publisher, contents, and special features. (RL)

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Annotated Bibliography of State Curriculum Materials in General Speech Communication, Mass Communication, and Drama/Theatre.

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ANNOTATED BIBLIOGRAPHY OF STATE CURRICULUM
GUIDES IN GENERAL SPEECH COMMUNICATION

A Curriculum Guide for Speech Communication, Grades 8-12. Lincoln, Nebraska: Nebraska Speech Communication Association, 1971.
This guide outlines a year-long course in speech communication. The course contains units in intrapersonal communication, small group communication, extemporaneous speaking, interpretative reading, debate, drama, and mass media. Each unit contains general and specific objectives, en route procedures for attaining each objective, major content concepts to be emphasized with each objective, suggested evaluation procedures, and a bibliography and resource list. 143 pages.

A Guide for Speech, Dramatics, Radio and Television. Jefferson City, Missouri: Missouri State Board of Education, 1959. This guide was initially developed to standardize speech instruction in Missouri. The guide presents instructional programs in speech, dramatics, and broadcasting. The speech program includes informal speech, voice and diction, oral interpretation, public speaking, group discussion, debate, parliamentary procedure, interviewing, listening, and speech as social control. Content, activities, evaluation suggestions, references, and teaching resources are included under each topic. The final section discusses coaching forensics, debate and drama, judging, organizing contests, and evaluating the cocurricular program. Annotations of the drama and broadcasting programs can be found in Appendices F and G. 223 pages.

Bergman, Richard Fisher. A Resource Curriculum in Public Address. Madison, Wisconsin: Wisconsin Department of Public Instruction, forthcoming.
The purpose of this guide is to suggest a wealth of materials in public address from which individual teachers may choose in planning instruction. Seven units of instruction are developed: introduction to public speaking; delivery; language; organization; informative speaking; persuasive speaking; and ceremonial speaking. Each unit contains an introductory statement, objectives, content outline, activities, instructional assessment, and unit references. 230 pages.

Brosbe, Jeffrey R., ed. Framework for Speech Communication, K-14. California State Speech Council, 1973.
The purpose of this framework is to present a structure of goals and objectives for speech communication. Six general goals are listed: to develop personal capabilities in speech communication; to cultivate power to make decisions on the basis of pertinent data; to formulate an ethical system; to develop a system of communication skills; to deal with unforseeable demands of and changes in the world; and to develop a system of aesthetics. Subgoals and activities are listed for each of five grade levels (K-3, 4-6, 7-9, 10-12, 13-14). A bibliography is included at the end of the framework. 38 pages.

Cimperman, Ruth M., and Barnes, Richard E. Interpersonal Communication Resource Guide. Madison, Wisconsin: Wisconsin Department of Public Instruction, 1979.
This guide outlines nine units which specifically address the interpersonal communication needs of the adolescent: the basis of communication, intrapersonal communication, interpersonal perception, semantics and communication, listening, nonverbal communication, small group communication, family communication, and peer relationships. Each unit includes an introduction, specific instructional objectives, a content outline, learning activities, instructional assessment suggestions, and unit references. 86 pages.

Communication in the High School Curriculum. Springfield, Illinois: Illinois Department of Public Instruction, 1971.
The purpose of this guide is to offer justification for curricular and cocurricular speech programs and to offer guidelines for the basic speech course and advanced speech courses. Objectives and activities for the basic course are developed into instructional units in communication theory, listening, invention, organization, composition, deliver, persuasion, discussion and debate, and oral interpretation. Courses in broadcasting and drama are also outlined. Annotations of these two sections can be found in Appendices F and G. The guide also includes an evaluation inventory and an extensive bibliography. 84 pages.

Creative Speech Communication for South Dakota: K-12 Curriculum Resource Book. Pierre, South Dakota: South Dakota Department of Education and Cultural Affairs, Division of Elementary and Secondary Education.
The purpose of this guide is to give all classroom teachers in all subject areas opportunities to incorporate motivating situations for speech communication into their classrooms. The basic structure of the book revolves around the "motivating situation." Motivating situations are described by an activity, area of coordination, grade level, and type of student. Activities and the accompanying objectives and evaluation questions are developed for each motivating situation. Motivating situations are offered on all grade levels in the following areas: self-identity, thinking, listening, group discussion, conversation, debate, parliamentary procedure, broadcasting, oral interpretation, drama, and public speaking. An extensive bibliography is found at the end of the guide. 365 pages.

English Language Arts: Listening and Speaking, K-12. Albany, New York: The University of the State of New York and the New York State Education Department, Curriculum Development Center, 1972.
This guide gives an overview of listening and speaking skills together with suggested illustrative learning activities that are meant to be integrated into a total K-12 language arts program. Objectives and activities are identified in aural comprehension, auditory discrimination, participation in listening, participation in speaking, delivery in speaking, and content in speaking. Three appendices are included: implementing listening and speaking, basic goals of listening and speaking, and a glossary. There is a bibliography. 125 pages.

Florida Catalog of Oral Communication Objectives. Tallahassee, Florida: Florida Department of Education, 1974.
The purpose of this guide is to provide a catalog of instructional objectives and exercises in oral communication for grades K-12. Communication skills are divided into six categories: oral communication foundations, nonverbal communication, interaction, listening, message creation, and message delivery. Alternate instructional procedures are presented for each category. Objectives and activities are developed for different grade levels in each category. An extensive bibliography of references and resources is included in the catalog. 141 pages.

Freeman, Linda. Secondary Speech Curriculum Guide for Second-Semester Speech Lincoln, Nebraska: Nebraska Speech Association.
This guide seeks to revise the first part of the earlier Nebraska guide and to develop a new interpersonal approach to the second semester of speech. The revision concentrates on intrapersonal communication. New objectives and activities are developed for self-concept, listening, and problem-solving in groups. The second semester covers communication theory, nonverbal communication, audience adaptation, propaganda and persuasion, task groups, and public speaking. An annotated bibliography of interpersonal and intrapersonal references is included at the end of the guide. 100 pages.

Halliday, Mina Gail, ed. A Guide for Teaching Speech Today: Six Alternative Approaches. Skokie, Illinois: National Textbook Company, 1979.
This book provides course outlines for six different approaches to teaching a semester course in speech communication at the high school level: career communication, interpersonal communication, group dynamics, public speaking, receiver-based communication, and the survey approach. Each approach includes an introduction, behavioral objectives, a content outline, activities, needed classroom materials, facilities, and equipment, evaluation procedures, and a bibliography. 353 pages.

Michigan Speech Association Curriculum Guide Series. Business Communication. Skokie Illinois: National Textbook Company, 1979.
This guide provides material for teaching business communication. Seven units are developed: applying for a job, interviews, communication within and outside of the organization, business conferences, presentational speaking and briefing techniques. Each unit includes objectives, content outline, learning experiences, and a bibliography. An annotated bibliography and a list of films are found in the appendices. 55 pages.

_____. Debate in the Secondary School. Skokie, Illinois: National Textbook Company, 1979.
This guide is intended to help teachers plan a course in debate and to provide techniques for coaching students who participate in the interscholastic debate program. The outline of the curriculum assumes a semester course supplemented by league and tournament debating. Ten units are developed: the nature of debate, research, evidence, speaker responsibilities, case analysis, refutation and rebuttal, cross-examination, ethics of debate, judging debates, and coaching debate. Two appendices are also included: sample lesson plan for a debate course, and flowing the debate. Units are organized around objectives, content outlines, and learning experiences. A bibliography is included with each unit. 62 pages.

_____. Group Discussion in the Secondary School. Skokie, Illinois: National Textbook Company, 1979.
This guide provides material for an entire course in group discussion; however, individual units can be used separately. The major focus of the guide is upon task-oriented groups. The course is organized into six units, each describing characteristics which define small groups. Thus, unit topics include perceiving group membership, motivation for groups, goal achievement in groups, group norms and roles, interdependence of group members and interaction in the group. Each unit has objectives, content outline, learning experiences, and a bibliography. 71 pages.

_____. Interpersonal Communication. Skokie, Illinois: National Textbook Company, 1979.
This guide is written to allow the teacher maximum flexibility in selecting unit and activities for the unique requirements of students in his/her own school district. Twelve units are developed with objectives, content outline, learning activities, and a bibliography of print and nonprint materials. Unit topics include the communication process, perception, self-concept, belief systems, listening, verbal messages, nonverbal messages, feedback, dyadic communication, conflicts, credibility, and ethics. 133 pages.

_____. Oral Communication K-9. Skokie, Illinois: National Textbook Company, 1979.
This guide provides a breadth of oral language experiences for elementary and junior high school students. Activities are divided into eight units: intrapersonal communication, interpersonal communication, group communication, talks and speeches, storytelling, reading aloud, creative drama, and media. Each unit includes a brief introductory statement, objectives, learning experiences, evaluation tools, and a bibliography of print and nonprint materials. 87 pages.

_____. Oral Interpretation in the Secondary School. Skokie Illinois: National Textbook Company, 1979.
The units in this curriculum are designed to be used either for a semester oral interpretation course or as part of a general speech or forensics course. The instructional units are comprised of objectives, content outlines, learning activities, and a bibliography. Unit topics include selecting and analyzing the material, cutting and preparing the material, technique, presentation, oral interpretation of prose and poetry, and group reading. 27 pages.

_____. Public Speaking and Forensics. Skokie, Illinois: National Textbook Company, 1979.
This guide examines in detail the nature of individual events as currently structured in Michigan - informative speaking, oratory, extemporaneous speaking, and oral interpretation. Emphasis in the public address events is on content, organization, and the concept of decision-making. Nine units are developed: introduction to public speaking, the speech, informative speaking, original oratory, extemporaneous speaking, serious interpretation, humorous interpretation, storytelling, and multiple interpretation. Units include objectives, content outline, learning experiences, and a bibliography. 71 pages.

_____. Speech Communication in the High School. Skokie, Illinois: Nationla Textbook Company, 1972.
This guide offers a selection of instructional units for a basic speech communication course. Seven units are outlined: listening and thinking, interpersonal communication, language, public speaking, oral interpretation, discussion, and parliamentary procedure. Four appendices list group membership roles, sample case problems, brain teasers, and a sample evaluation form for discussion. Each unit contains objectives, a content outline, learning experiences, and a bibliography. 59 pages.

Secondary Speech Communication Guide. Honolulu, Hawaii: Office of Instructional Services, Regular Education Branch, Department of Education, State of Hawaii, 1976.
This guide provides a broad framework of unit options for speech courses. It consists of seventeen units of study, each relating to a significant element of the communication process. Each unit has general objectives, basic content information, a terminology list, learning experiences, and references. Unit topics include: self-concept, perception, verbal and nonverbal communication, public communication, the communication process, voice, the group process, group roles, leadership, characterization, persuasive communication, argumentation, and debate. A recommendation of which units should be included in specific speech courses is found at the beginning of the guide. 122 pages.

Speech Resource Guide with Emphasis on Career Education. Bulletin No. 1341, Louisiana State Department of Education, 1974.
This guide seeks to incorporate career education concepts into the traditional speech curriculum. The guide outlines fourteen elective speech courses: basic communication, discussion, persuasion, communication breakdown, public speaking, advanced debate, life styles, interpretation, drama, acting stagecraft, play production, radio broadcasting, and television broadcasting. The curriculum for each course contains a justification statement, objectives, course content, suggested activities, and a bibliography. Professional speech organizations, state-approved textbooks, and major publishers of speech materials are listed in the appendices. 203 pages.

Strategies for Change in Speech Communication. Olympia, Washington: Washington Department of Public Instruction, 1972.
The purpose of these guidelines is to provide a contemporary perspective on speech communication education. The guidelines discuss the focus and general objectives of a K-12 speech communication program, the competencies required of a speech communication teacher, the administrator's role in developing a strong speech communication program in both elementary and secondary schools, the subject matter of speech communication, and recommendations for developing a speech communication program. No bibliography. 40 pages.

The North Dakota Guide for Speech, Debate, Oral Interpretation, Mass Media, Theatre Arts. Bismarck, North Dakota: North Dakota Department of Public Instruction, 1976.
The purpose of this guide is to outline six high school level courses in speech communication; basic speech, advanced speech, debate, oral interpretation, mass media, and theatre arts. Each course begins with a statement of philosophy and course objectives. Instructional units are developed that contain general and specific objectives, a content outline, student activities, and a bibliography. The basic speech course covers the speaker, the listener, feedback, massage preparation, speech types, and delivery. Recommended units for the advanced speech course include oral interpretation, debate, mass media, theatre, group communication, and persuasion. Annotations of the media course and the theatre course can be found in Appendices F and G. 213 pages.

The Teaching of Speech in the High Schools of Texas. Austin, Texas: Texas Education Agency, 1967.
The purpose of this guide is to outline instructional units in speech. Seven major areas are included in the guide: fundamentals of speech, listening, oral interpretation, discussion, debate, parliamentary procedure, and radio-television speech. The guide lists objectives, offers suggestions for their implementation, and develops a variety of student activities and assignments in each unit. There is no bibliography. 82 pages.

ANNOTATED BIBLIOGRAPHY OF STATE CURRICULUM
GUIDES IN MASS MEDIA

"Broadcasting." Creative Speech Communication for South Dakota: K-12 Curriculum Resource Book. Pierre, South Dakota: South Dakota Department of Public Instruction. pp. 128-139.
The purpose of this section is to provide learning activities in broadcasting that may be used in diverse classroom situations. The section offers twenty-five "motivating situations," each of which consists of an objective, an activity, and suggestions for evaluation. Situations selected are meant to be a launching pad for each teacher's creativity. No claims are made as to the comprehensiveness of the material. Objectives for the activities range from increasing the student's knowledge of the importance and pervading influence of broadcasting, to helping students develop criteria for evaluating broadcasting. Radio, television, and film bibliographies are found at the end of the guide. 11 pages.

"Communicating through Mass Media." A Curriculum Guide for Speech Communication. Nebraska Speech Association and Nebraska State Education Association, 1971. pp. 133-143.
The purpose of this unit is to develop discriminating consumers of mass communication. Twenty-three objectives are identified. Objectives are grouped into categories that become the basis of the instructional units. Topics covered in the units include effects of mass communication, media production, media analysis, and media programming. Each unit has behavioral objectives, "en route" procedure which identify how teachers can help students meet objectives, concepts students need to understand, and evaluation procedures. No bibliography is included. 11 pages.

Dana, Jane, and Zimmerman, LaNette. A Resource Unit in Film. Madison, Wisconsin: Wisconsin Department of Public Instruction, 1977.
The purpose of this guide is to provide a wealth of information from which teachers may draw in preparing instructional programs in film in secondary schools. The curriculum is divided into six units, each of which has an introduction, specific instructional objectives, a comprehensive content outline, learning activities, a guide to instructional assessment, and unit references. Units cover such topics as the nature of film as a technical phenomenon, industry, art, and reflector and shaper of values; the tools of film, the film-making experience; the forms of film; film criticism; and the shape of film to come. 44 pages.

Educational Research Council of America. Understanding the News Media: Teacher's Manual. Columbus, Ohio: Ohio Department of Education, 1976.
This guide is the teacher's manual to a student text of the same name

which is meant to be used for a course entitled "With and About the News Media." The major objective of the course is to provide students with a "tool kit with which to think about news media." Chapters cover the definition of news and news media, media industries, the language of news, news media careers, and news reporting in a democratic society. Each chapter in the teacher's manual has a textual outline, objectives, a coordination chart that indicates how activities, objectives, and evaluation procedures fit together, activities, evaluation suggestions, teaching suggestions, and notes on selected topics. References are included at the end of the manual. 66 pages.

Herian, Roger, and Moen, Mary. A Resource Unit in Broadcasting. Madison, Wisconsin: Wisconsin Department of Public Instruction, 1978.
The purpose of this guide is to provide a wealth of information from which teachers may draw in preparing instructional programs in radio and television. The curriculum is divided into eight chapters: Communication and Communicators; The Nature of the Media; Broadcast Programming; Broadcast Advertising; Broadcast Regulation; Effects of Broadcasting; Media of Tomorrow; Radio Production; and Television Production. Each chapter has an introduction, specific instructional objectives, an extensive content outline, learning activities, instructional assessment suggestions, and unit references. 87 pages.

"Mass Communications." Journalism. Austin, Texas: Texas Education Agency, 1972. pp. 1-16.
The purpose of this unit is to introduce the principles of mass communication to journalism students. The unit presents conceptual and behavioral objectives that include understanding the communication process, the roles of media in society, the factors that influence public opinion, the economic factors of media, and recognizing the career opportunities in mass media. Content outline, suggestions for teaching, and references are presented in parallel columns on the page. 16 pages.

"Mass Media." The North Dakota Guide for Speech, Debate, Oral Interpretation, Mass Media, Theatre Arts. Bismark, North Dakota: North Dakota Department of Public Instruction, 1976. pp. 151-197.
The purpose of this section is to outline a course in media that will assist the students to become more critical consumers of mass media. Nine units, each complete with instructional objectives, content outline, activities, and resource materials, cover the topics of the nature of the media, the effects of media on audiences, historical development of media, advertising and government regulation of media, and film production and appreciation. The media of newspapers, magazines, radio, television, and film are discussed. Resource lists at the end of each unit include books, magazines, pamphlets, films, recordings, and film rental agencies. No discussion of radio or television is found in this media unit. 46 pages.

Michigan Speech Association Curriculum Guide Series. Mass Media: Description and Performance. Skokie, Illinois: National Textbook Company, 1979.
This guide is designed to serve as a guide for a one-semester exploration of mass communication that does not focus on production. The guide

includes an introduction, general objectives, seven instructional units, a glossary, and a general bibliography. Each unit has objectives, content outline, activities, evaluation tools, and a bibliography. Unit topics include the history and description of newspapers, magazines, film, radio, and television, and general announcing performance and newscasting performance. 87. pages.

_____. Radio, Television and Film in the Secondary School. Skokie, Illinois: National Textbook Company, 1972.
The purpose of this guide is to present a flexible outline designed to be used in an introductory high school course in radio, television, and film. The guide covers the analysis of media influences and media programming, media history, media equipment and materials, and radio, television, and film production. Each of the units includes instructional objectives, a content outline, activities, and a bibliography. The film bibliography includes film catalogues and film distributors. Eight appendices offer more detailed information on media terms, production equipment and techniques, and the NAB code. 13 pages.

"Radio and Television." A Guide for Speech, Dramatics, Radio and Television. Jefferson City, Missouri: Missouri State Board of Education, 1959. pp. 180-202.
The purpose of this section is to develop an appreciation of media through student production and participation in media programming. The section is divided into several units: critical viewing, visiting a station, equipment, writing, and performing. Each unit offers unit topics, subheadings, a paragraph that indicates what should be taught, lists of activities, topics for discussion and assignments. Appendices on radio and television terms, personnel of a local station, and audience research organizations are included in the guide, as well as a bibliography. 22 pages.

"Radio and Television in Speech Education." Communications in the High School Curriculum. Springfield, Illinois: Office of the Superintendent of Public Instruction, State of Illinois, 1971. pp. 61-67.
This section briefly outlines a high school level course in radio and television. Objectives and learning activities in the communication roles of radio and television, critical listening, effective media speaking, broadcasting equipment, and production techniques are developed, but there are no content outlines for these topics. Media resources are listed in the bibliography at the end of the guide. 6 pages.

"Radio and TV Speech." A Suggested Guide for the Teaching of Speech in the High Schools of Texas. Austin Texas: Texas Education Agency, 1967. pp. 71-79.
This short chapter outlines a media unit the purpose of which is to teach the effects of media on society. The unit is organized around four major objectives. Each objective becomes the focus for a section that contains a content outline, suggestions for implementation, student activities, and assignments. Topics covered include the history of mass media, the role of radio and television in society, government regulation of media, critical listening, radio and television speaking, media equipment, and media production. There is no bibliography. 8 pages.

"Television Production: and "Radio Production." Speech Resource Guide With Emphasis on Career Education. Louisiana State Department of Education, 1974. pp. 183-199.

These chapters outline media courses that are primarily intended for students who wish to pursue careers in radio or television. Each chapter includes an introductory paragraph, objectives, a content outline, suggested activities, and resources. Topics covered in both chapters include media history, media analysis, equipment and studio procedures, format and procedures for programming, and job opportunities. 16 pages.

ANNOTATED BIBLIOGRAPHY OF STATE CURRICULUM GUIDES IN DRAMA/THEATRE

A Handbook for Teachers of Secondary Drama. Austin, Texas: Texas Education Agency, 1970.
The guide outlines three high school level drama courses. Drama I has three units: development of theatre, dramatic literature, and the role of the actor. Drama II covers elements of play production, contributions of the playwright, principles of stage craft, acting, and directing. Each unit in these courses includes objectives, a content outline, learning activities, a glossary of terms, and a bibliography. Drama III is briefly described as an advanced course in one or a combination of topics like dramatic literature, history of the theatre, advanced production, radio, TV, and film, or children's theatre. The last half of the guide has an extensive stage crew handbook, sample director's manuscript, a glossary of theatre terminology, suggested play list, a list of play leasing companies, and an extensive bibliography. 159 pages.

"Creative Dramatics." Herman, Deldee, and Ratliffe, Sharon eds. Speech and Drama in the Intermediate School: MSA Curriculum Guide 2. Skokie, Illinois: National Textbook Company, 1972. pp. 36-41.
The purpose of this unit is to present objectives, content, and activities for creative dramatics. Emphasis is on the use of activities to teach the following skills and concepts: effective bodily action, pantomime, improvisation, sensory perception, and dramatic form. A bibliography is included. 6 pages.

"Creative Dramatics," "Improvisational Theatre," and "Formal Theatre." Creative Speech Communication for South Dakota: K-12 Curriculum Resource Book. Pierre, South Dakota: South Dakota Department of Public Instruction. pp. 268-286.
Three sections of this source book are concerned with theatre/drama. "Creative Dramatics" offers sixteen learning activities in improvisation and role playing for grades 1-7. The one-page section on improvisational theatre discusses the justification and objectives for improvisational theatre at the high school level. In "Formal Theatre," a high school level course in theatre is outlined. Suggested areas of study include appreciation of drama, history of theatre, acting, and play production. A comprehensive guide to directing the school play is included in this section. Bibliographies for creative dramatics and play production are found at the end of the resource book. 44 pages.

Drama in the Elementary School. Albany, New York: New York State Education Department, Bureau of Elementary Curriculum Development, 1974.
The guide outlines activities in rhythm controlled movement, characterization through movement, and conveying mood, feeling, and emotion through movement. A scene-by-scene explanation of plans for scenery, costumes, and lighting for the play, The Wizard of Oz, is used as an example of how to stage a play in the elementary school. A glossary of stage terms is included at the end of the guide. 34 pages.

Drama/Theatre Framework for California Public Schools.
Sacramento, California: California State Department of Education, 1974.
The framework is intended to function as a guide for classroom teachers in planning a comprehensive drama/theatre curriculum K-12. The components of the framework are three major aspects of theatre--originating and performing, production, and responding. These topics are broken down into instructional units where objectives and activities are developed for each of four age levels (K-3, 4-6, 7-9, 10-12). Instructional units cover sensory and emotional awareness, rhythm and movement, pantomime, oral communication, improvisation, playmaking, formal acting, designing, directing, managing, technical theatre, viewing, and reviewing theatre. A bibliography and suggestions for interdisciplinary use of drama activities are found at the end of each chapter. 82 pages.

"Educational Drama." Communication in the High School Curriculum. Springfield, Illinois: Office of the Superintendent of Public Instruction, State of Illinois, 1971. pp. 51-60.
This section briefly outlines a high school course in drama and discusses the extra-curricular drama program. Objectives and learning activities in developing and projecting character, backstage production, directing, good business practices, theatrical history, dramatic criticism, and theatre appreciation are developed. Suggested units of study in drama include play analysis, acting, directing, technical production, and theatre history. No content outlines are included in the units. A bibliography is found at the end of the guide. 9 pages.

Gallagher, Kent G., ed. Drama Education Guidelines. Olympia, Washington: Washington Department of Public Instruction, 1972.
The guidelines address five areas: reasons for education in theatre arts, space and equipment requirements for teaching drama, drama education in elementary schools, drama in junior and senior high school, and preparation of drama teachers. The elementary program is structured to develop basic acting, play-making, characterization, and play production skills. Sequences of objectives and activities are presented for grades K-6. The secondary program includes objectives and activities for grades 7, 8, and 9, as well as outlines for theatre history, play production, and TV and film study. No bibliography. 56 pages.

Herman, Deldee, and Ratliffe, Sharon, eds. Dramatic Arts in the Secondary School: MSA Curriculum Guide 6. Skokie, Illinois: National Textbook Company, 1972.
This guide outlines two semesters of study in theatre at the high school level. Semester one focuses on understanding the genesis of

theatre, dramatic structure, and dramatic criticism. The units of the course cover the dramatic communication process, play structure, acting, dramatic criticism, theatre history, the one-act play, music and the theatre, and children's theatre. Semester two focuses on specific aspects of dramatic production as an art form. Unit topics include introduction to play production, scene designing, lighting, properties and sound effects, costumes, make-up and publicity. Each instructional unit in the courses identifies specific objectives, a content outline, learning experiences, and a bibliography. 76 pages.

"Informal Drama." Herman, Deldee, and Ratliffe, Sharon, eds. Speech Activities in the Elementary School: MSA Curriculum Guide 1. Skokie, Illinois: National Textbook Company, 1972. pp. 14-19.
The purpose of this unit is to outline guidelines and activities for informal drama at the elementary level. Emphasis is on open expression of feelings, use of imagination, role-playing, and dramatic play. A bibliography is included. 6 pages.

"Introduction to Drama," "Methods and Styles of Acting," "Stagecraft," and "Play Production." Speech Resource Guide with Emphasis on Career Education. Louisiana State Department of Education, 1974. pp. 151-182.
Each of these chapters outlines a specific high school level course in theatre. Each chapter contains an introductory paragraph, objectives, a content outline, and suggested activities. The content of the courses taken collectively includes the nature, scope, and history of drama, play structure, character analysis, types of plays, developing imagination, body movements and vocal interpretation, set design, costumes, make-up, and play production. A bibliography is found at the end of the "Play Production" chapter. 31 pages.

Oregon Theatre Arts Education: Guidelines for Curriculum; Secondary School. Salem, Oregon: Oregon Theatre Arts Association.
The guide outlines a basic first year drama program for a theatre arts curriculum in secondary schools. General goals and more specific learner outcomes are indicated. Suggested course content includes body control, voice production, development of inner resources, dramatic literature, history of theatre, and play production. A bibliography and statements on teacher preparation, facilities requirements, and class loads are included at the end of the guide. 10 pages.

Roundey, William G., and Wheelter, Frederick E. Creative Drama (Elementary). Lincoln, Nebraska: Nebraska Department of Education, Division of Instructional Services, 1973.
This curriculum guide seeks to introduce elementary school teachers to the potentials of creative dramatics. The guide develops a philosophy of creative dramatics and outlines creative dramatics activities for preschool, primary, intermediate, elementary, and upper elementary children. Concepts, objectives, materials, and activity procedures are developed for each lesson plan. Activities designed to introduce teachers to the processes of creative dramatics are also included. Teachers are encouraged to participate in the exercises to gain an understanding of what children are experiencing during creative dramatics activities. An extensive annotated bibliography is found at the end of the guide. 101 pages.

Siks, Geraldine B. ed. Spotlight on Drama in the Classroom, K-6. Olympia, Washington: Washington Department of Public Instruction, 1975.
As a supplement to Drama Education Guidelines, this guide's purpose is to offer a more extensive explanation of K-6 drama activities. The guide is divided into three sections--acting, play-making, and audience. The acting section lists instructional goals and several alternative experiences for reaching goals in movement, voice, and improvisation. The playmaking section lists goals and sequential experiences for attaining goals in plot, character, theme, and dialogue exploration. Guidelines and goals for using students as audiences are included in section three. An annotated bibliography is found at the end of the guide. 95 pages.

"Theatre Arts." The North Dakota Guide for Speech, Debate, Oral Interpretation, Mass Media, Theatre Arts. Bismarck, North Dakota: North Dakota Department of Public Instruction, 1976. pp. 199-213.
The purpose of this unit is to outline a high school level course in theatre arts that blends theoretical study, exposure to a broad variety of dramatic techniques and production, and student experiences in theatre. The course contains three units: The Play and the Audience, The Actor and the Audience, Staging and the Audience. Topics covered include structure, form and style of plays, stagecraft, acting, and technical theatre. Each unit has general and specific objectives, content outlines, learning activities, and an annotated resource listing. 14 pages.

"The Instructional Program in Dramatics." A Guide for Speech, Dramatics, Radio and Television. Jefferson City, Missouri: Missouri State Board of Education, 1959. pp. 124-179.
This unit discusses a high school level course in dramatics. Suggested course content includes acting, theatre vocabulary, production, appreciation of theatre, film, radio and TV, history of theatre, and play writing. Topics discussed in the chapter are stage movement rules, stage speech rules, choosing a play for public performance, casting a play, how to conduct a rehearsal, comparative evaluation of radio, TV, film, and live drama, methods of teaching theatre history, and guidelines for students writing their first play. A bibliography is included at the end of the chapter. 45 pages.